

Missouri Department of Elementary and Secondary Education
Division of Special Education

LISTINGS OF DATA FOR CONSIDERATION

- **Purpose:** These listings are intended to assist a district with considering different types of data that might be used to support a needs assessment.
- **Organization of Data Lists:** Data are organized by Demographics, Student Learnings, School Processes and Perceptions, from Victoria L. Bernhardt's *Data Analysis for Comprehensive Schoolwide Improvement*, Eye on Education, Inc. 6 Depot Way West, Larchmont, NY 10538 (1998). Please note that some data can go under more than one category contingent upon use; and there are likely other data available to help the district assess their needs.

Definitions for these categories are as follows (Bernhardt):

- Demographics (typically quantitative data) – population characteristics.
- Student Learnings (typically quantitative data) – student achievement as measured by formal and informal assessment instruments.
- School Processes (qualitative and quantitative data) – how the processes of education are carried out via programs, procedures and decisions. These include but are not limited to policies, instruction, course offerings, interpersonal and group dynamics, delegation of responsibility, etc.
- Perceptions (typically qualitative data) – opinions, beliefs and judgments.

A Note About Locating and/or Gathering Data:

Multiple measures of building level data are available from your school district including those which you aggregate to a district and/or building level for reporting to the Core Data Collection System. Note that other data needed to complete a comprehensive analysis may need to be gathered or collected by your school district. Places to find multiple measures of data and information are listed below.

- Places to Find Data and Information:
 - ✓ School building level data collected by the district or the building
 - ✓ School district data at the student level collected by building to be reported to Core Data Collection System (including, but not limited to, screens 8, 9, 11, 12, 13, 14, 18 and 20)
 - ✓ MAP Clear Access/Crystal Reports
 - ✓ Special Education State and District Profiles
 - ✓ IEP Present Level of Performance from individual student IEPs
 - ✓ Special Education Monitoring/Compliance Report
 - ✓ District Off Grade Assessments (i.e. Terra Nova, SAT 10, etc.)
 - ✓ District Common Benchmark Assessments; any district assessments
 - ✓ MSIP Report
 - ✓ District Comprehensive School Improvement Plan (CSIP)
 - ✓ Comprehensive Building Improvement Plans (CBIPs)
 - ✓ District Comprehensive System of Professional Development Plan (CSPD)
- Other Potential Places to Find Data and Information:
 - ✓ Missouri KIDS COUNT Data Book Online at <http://oseda.missouri.edu/>
 - ✓ Office of Social and Economic Data Analysis at <http://www.oseda.missouri.edu/>
 - ✓ IDEA Data at <http://www.ideadata.org/>
 - ✓ National Center for Education Statistics at <http://www.nces.ed.gov/>
 - ✓ NCLB School Results Data at <http://www.SchoolResults.org/>

STUDENT ACHIEVEMENT DATA

Demographics	Student Learnings	School Processes	Perceptions
<ul style="list-style-type: none"> • Discipline Incidents by Type of Removal for Special Education and All Students (In-School, Out-of-School, Expulsions, Office Referrals) • Discipline Incidents for Special Education and All Students (Multiple short sessions, 10 Consecutive Days, Greater than 10 days, 45 Calendar Day Placements) • Free/Reduced Lunch Rate (District & Building) • Percent of Students Represented at Parent Teacher Conferences • Race/Ethnicity for Special Education Students and for All Students (District & Building) • Special Education Child Count, Placement and Incidence Rates by Disability and/or by Age • Special Education Early Childhood & School Age Placement Totals • Special Education Early Childhood & School Age Placement by Disability and/or by Age • Staff/Educator: <ul style="list-style-type: none"> ○ Attendance (District & Building) ○ Staff/Educator Turnover Rate ○ Educator Vacancy; initial vacancies, appropriately certified, vacant all year • Student Attendance for Special Education Students and for All Students (District & Building) • Students with disabilities access to the general education curriculum 	<ul style="list-style-type: none"> • Access to general education curriculum – special education students • Alternate programming available • District and/or Building Assessment Scores; reading, mathematics, communication arts (Elementary, Middle, High School) • Kindergarten Level Assessments (district and/or building) • MAP Scores (IEP and All by District, Building & Student) <ul style="list-style-type: none"> ○ MAP Alternate ○ Reading, Mathematics, and Communication Arts Achievement ○ MAP Assessment Data by Content and Grade Level and/or by Disability 	<ul style="list-style-type: none"> • Child Complaints; number, frequency, type, resolution (Special education students) • Disciplinary Policies • Inclusion practices: least restrictive environment, access to regular education, etc. • Number of Staff Recognitions per Quarter • Number of Student Recognitions per Quarter • Professional Development: percent of staff participating in high-quality staff development during the year • Special Education Referrals: Number of Referrals Accepted, Number of Referrals Placed • Student Service Team (SST) Referrals Resulting in Special Education Referral, Resulting in Placement • Staff Recruitment and Retention; hiring practices, organizational dynamics, working conditions, supervisory/management techniques, support systems, training, etc. • Transition planning practices: IEP, consultation, implementation, access, opportunities, etc. • MAP Oral Reading Accommodations 	<ul style="list-style-type: none"> • Complaints (parent, student, staff, etc.); number, frequency, type, resolution • Focus Groups • Interviews (unbiased formal and/or informal instrument) • Observations (unbiased formal and/or informal instrument) • Questionnaires/Surveys: Student, Parent, Teacher, Administrator

POST-SECONDARY TRANSITION DATA

Demographics	Student Learnings	School Processes	Perceptions
<ul style="list-style-type: none"> • A+ Participation: number 9-12, number of graduates • ACT: Number taking test • Advanced Placement: number of students enrolled, number who took the exam • Attendance data • Discipline Incidents by Type of Removal for Special Education and All Students (In-School, Out-of-School, Expulsions, Office Referrals) • Discipline Incidents by Length of Removal for Special Education and All Students • Disciplinary referrals for Special Education and All-who, what , where, when • Dropout Numbers/Rate for Special Education Students and for All Students • Dropout Numbers/Rates for Special Education Students by Disability, Age and/or Dropout Category • Dual Credit: number of students enrolled (unduplicated) • Duration in special education (from date of initial diagnosis to current year) • Free/Reduced Lunch Rate (District & Building) • Grade Distribution by Grade Level and subject (MS&HS) (especially failing grades) • Grade Distribution: Algebra 1 & English 9 • Graduation Follow-Up for Special Education Students and for All Students : 4 yr, 2 yr, non college, military, employment, unknown, other • Graduation Numbers/Rates for Special Education Students and for All Students • Graduation Numbers/Rates for Special Education Students by Disability and/or Age • Mobility Rate; Transfer Ins, Transfer Outs, Enrolled All Year • Percent of Students Represented at Parent Teacher Conferences • Race/Ethnicity for Special Education Students and for All Students (District & Building) • Special Education School Age Placement by Disability and/ or by Age • Staff/Educator: <ul style="list-style-type: none"> ◦ Attendance (District & Building) ◦ Staff/Educator Turnover Rate ◦ Educator Vacancy; initial vacancies, appropriately certified, vacant all year 	<ul style="list-style-type: none"> • Access to general education curriculum – general education and special education classrooms • ACT: composite score, % scoring at or above the national average • ACTs PLAN Assessment: % scoring at or below the national median • Alternate programming available • Average Senior GPA • Career Interest Inventories • Career/vocational course grades • District and/or Building Assessment Scores; reading, mathematics, communication arts (Elementary, Middle, High School) • Dual Credit, number passing • MAP Scores (IEP and All by District, Building & Student) <ul style="list-style-type: none"> ◦ MAP Alternate ◦ Reading, Mathematics, and Communication Arts Achievement ◦ By subject and grade level • PSAT: optional • SAT: Advanced Placement: number scoring 3,4 or 5 on exam • Students with disabilities access and usage of career education programs • Students with disabilities access and usage of work experience programs 	<ul style="list-style-type: none"> • A+ Participation: number 9-12, number of graduates • Attendance policies • Child Complaints; number, frequency, type, resolution (Special education students) • Disciplinary Policies • Inclusion practices: least restrictive environment, access to regular education, etc. • Number of Staff Recognitions per Quarter • Number of Student Recognitions per Quarter • Professional Development: percent of staff participating in high-quality staff development during the year • Trainings pertaining to any change processes, staff and/or parents • Special Education Referrals: Number of Referrals Accepted, Number of Referrals Placed • Student Service Team (SST) Referrals Resulting in Special Education Referral, Resulting in Placement • Staff Recruitment and Retention; hiring practices, organizational dynamics, working conditions, supervisory/management techniques, support systems, training, etc. • Transition planning practices: IEP, consultation, implementation, access, opportunities, etc. • Vocational Course Offerings (HS): number of courses, number enrolled, number completing and % placed • Work experience opportunities available 	<ul style="list-style-type: none"> • Complaints (parent, student, staff, etc.); number, frequency, type, resolution • Focus Groups • Interviews (unbiased formal and/or informal instrument) • Observations (unbiased formal and/or informal instrument) • Questionnaires/Surveys: Student, Parent, Teacher, Administrator